R E P O R T R E S U M E S

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CAREER OPPORTUNITIES IN AGRICULTURAL SALES AND SERVICE. AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS, MODULE NUMBER 1.

OHIO STATE UNIV., COLUMBUS, CENTER FOR VOC. EDUC.

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ONE OF A SERIES OF MODULES DEVELOPED TO ASSIST TEACHERS TO PREPARE HIGH SCHOOL STUDENTS FOR AGRICULTURAL SUPPLY OCCUPATIONS, THIS GUIDE IS SPECIFICALLY FOR THE PURPOSE OF ORIENTING STUDENTS TO THE CAREER OPPORTUNITIES IN AGRICULTURAL SUPPLY. IT WAS DEVELOPED BY A NATIONAL TASK FORCE ON THE BASIS OF DATA FROM STATE STUDIES. THE FOUR SECTIONS ARE (1) OPPORTUNITIES FOR EMPLOYMENT, (2) SPECIFIC OCCUPATIONS, (3) REQUIREMENTS FOR EMPLOYMENT AND ADVANCEMENT, AND (4) IDENTIFICATION OF PRODUCTS HANDLED IN AGRICULTURAL SUPPLY BUSINESSES. ACTIVITIES FOR INTRODUCING THE MODULE, MEANS OF EVALUATING OUTCOMES, INSTRUCTIONAL MATERIALS, AND REFERENCES ARE SUGGESTED. EACH SECTION INCLUDES SUBJECT MATTER CONTENT, TEACHING-LEARNING ACTIVITIES, INSTRUCTIONAL MATERIALS, AND REFERENCES. DESIGNED FOR 10 HOURS OF CLASS INSTRUCTION AND 10 HOURS OF OCCUPATIONAL EXPERIENCE, THE MATERIAL MAY BE USED BY TEACHERS EXPERIENCED IN AGRICULTURAL SUPPLY WITH STUDENTS INTERESTED IN ENTERING SUPPLY OCCUPATIONS. THIS DOCUMENT IS AVAILABLE FOR A LIMITED PERIOD AS PART OF A SET (VT 000 632 - 000 644) FOR $7.00 FROM THE CENTER FOR VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS, OHIO 43212. (JM)

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CAREER OPPORTUNITIES
IN
AGRICULTURAL SALES & SERVICE

One of Twelve Modules in the Course Preparing for Entry in

AGRICULTURAL SUPPLY - SALES AND SERVICE OCCUPATIONS

Module No. 1

The Center for Research and Leadership Development

in Vocational and Technical Education

The Ohio State University
980 Kinnear Road
Columbus, Ohio, 43212

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August, 1965

VT 00633

M E M O R A N D U M

TO: The ERIC Clearinghouse on Vocational and Technical Education
The Ohio State University
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(Address) 980 Kinnear Road, Columbus, Ohio 43212

DATE: August 7, 1967

RE: (Author, Title, Publisher, Date) Module No. 1 "Career Opportunities in Agricultural - Sales and Service," The Center for Vocational and Technical Education, August, 1965.

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(3) Utilization of Material:
Appropriate School Setting High school
Type of Program General high school class in agricultural supply
Occupational Focus Job entry in retail business that sell agricultural supplies
Geographic Adaptability Nationwide
Uses of Material Instructor course planning
Users of Material Teachers

(4) Requirements for Using Material:
Teacher Competency Background in agricultural supply--sales and services
Student Selection Criteria High school level, goal in agricultural supply--in the area of sales or service.
Time Allotment Estimated time listed in module. (P)

Supplemental Media --
Necessary x
Desirable
(Check Which)

Describe Suggested references given in module. (P)

Source (agency)
(address)

CAREER OPPORTUNITIES IN

AGRICULTURAL SALES AND SERVICE OCCUPATIONS

CONTENTS

	Page
Suggestions for Introducing the Module	1
Competencies to be Developed	
I. To understand the opportunities for employment in agricultural supply--sales and service occupations	3
II. To develop an understanding of the specific occupations in agricultural supply--sales and service	6
III. To understand the requirements for employment and advancement in agricultural supply--sales and service occupations	8
IV. To identify the products handled by agricultural supply--sales and service businesses	12
Suggestions for Evaluating Educational Outcomes of the Module	13
Sources of Suggested Instructional Materials and References	14

CAREER OPPORTUNITIES IN

AGRICULTURAL SALES AND SERVICE OCCUPATIONS

Major Teaching Objective

To develop in the students an understanding of the career opportunities in agricultural sales and service occupations and the preparation needed to enter and advance in these occupations.

Suggested Time Allotment

At School

Class instruction	10 hours	
Laboratory experience	0 hours	
Total at school		10 hours
Occupational experience		10 hours
Total for module		20 hours

Suggestions for Introducing the Module

This module should serve to introduce the course "Agricultural Supplies--Sales and Service Occupations." Introducing the module should accomplish the following:

1. Interest students in studying different occupations in agricultural supplies and equipment.
2. Clarify the objectives of the module. (Note: In the course outline there is a section on introducing the course. This should be done before attempting to teach this module.)

Agriculture has changed rapidly in the past three decades. At one time the practical goal of farm boys was to learn to farm and to own a farm themselves. Farming opportunities were numerous, the knowledge required was not great, and the financial resources were within reach. The price of success was diligence and hard work.

Technology has changed all this. The knowledge required and the capital resources demanded make entry into farming much more difficult for today's youth. In addition, rapid technological advances in agricultural production have increased the productivity of our farmer to the point where less than twenty per cent of present day farm youth can hope to find gainful employment in production agriculture.

Along with this revolution in production agriculture, there has developed an entirely new cluster of occupations in agricultural sales and services. While many farm boys have difficulty obtaining gainful employment in farming, agricultural business and industries have problems finding properly prepared personnel to fill their vacancies.

Many of these occupations are best filled with young men with a background in farming and agricultural training. It is the purpose of this course to match farm boys and others interested in agriculture who do not have the opportunity to enter production farming, to occupations in agricultural supply--sales and service.

This module is designed to acquaint students with the opportunities available in agricultural supply--sales and service occupations.

The following activities are suggested to introduce this module. The teacher will also think of others.

1. In developing interest, the teacher may begin by asking questions similar to the following. (Remember that the purpose of questions here is to create interest and not to arrive at definite answers. The students' responses to questions will give an indication of what they know about occupations related to these businesses.)

    a. What businesses in the community handle agricultural supplies? What service do they provide? Consult the yellow pages of your telephone book for the number, names, and types of businesses.

    b. What functions do these businesses perform?

    c. Do you know persons employed in these businesses? What do these people do?

    d. Have any of you worked in an agricultural supply or service business? What did you do?

    e. How many people in this community work in such businesses?

    f. What is the demand for persons to work in these types of businesses?

    g. What qualifications do these persons need in their jobs? Point out that this question is so important that several days will be spent exploring it in module No. 3 in "Human Relations in Agricultural Occupations."

2. Develop with the students a list of things they need to know about agricultural supply--sales and service businesses. As the list is developed, group related items. Have the students record this list in their notebooks. (Note: For the teacher they are objectives but with students it may be best to refer to the objectives as "What we need to know," "Things we need to know," "Items on which we spend time," etc.)

3. Discuss the major items to be dealt with in the module. Any goals set by the students may be recorded in their notebooks. Student goals may be similar to the objectives for the module. Draw out the competencies to be developed through a study of this module. They are:

   a. To understand the opportunities for employment in agricultural supply--sales and service businesses

   b. To identify specific job titles for occupations in agricultural supply--sales and service businesses

   c. To understand the requirements for employment and advancement in agricultural supply and equipment businesses

   d. To identify the products handled by agricultural supply--sales and service businesses

Competencies to be Developed

I. To understand the opportunities for employment in agricultural supply--sales and service occupations

Teacher Preparation

Subject Matter Content

During the years 1964-65 almost thirty states conducted studies to determine present and future employment possibilities for workers in business and industry who need knowledge and skill in agriculture. These major occupational areas were obtained by grouping businesses which provide processing, sales, or service functions, and which employ workers requiring agricultural competencies:

1. Agricultural machinery

2. Agricultural supplies and equipment

3. Livestock and poultry

4. Crops, forestry, and soil conservation

5. Ornamental horticulture

6. Recreation and wildlife

7. Agricultural services

There are occupations in all these areas at all levels of ability, from non-skilled positions to occupations requiring advanced college preparation. There are occupations in all areas for persons:

1. Wanting varying amounts of responsibility

2. Showing different degrees of leadership

3. Desiring indoor or outdoor employment

4. With varying mental capacities

5. With varying physical capacities

6. With wide ranges of ability in financial affairs

7. Having many types of interests

Data from most states indicate that about 20 to 25 per cent of the off-farm agricultural occupations are in agricultural supply--sales and service. While a study of local or area conditions may reveal that these figures are high or low, it will point out the opportunities that do exist for young people who are interested in pursuing careers in agricultural sales and service. Other studies indicate that the number of job opportunities in this area will increase by 5 to 25 per cent in the years just ahead. If business and industry cannot find enough qualified personnel to fill their vacancies now, they will have more difficulty in the next few years as their businesses expand. Are there good future job opportunities for qualified young men? Opportunities are present for youth in a number of agricultural sales and service occupations. It behooves them to make good decisions according to their vocational desires. This study of occupations will assist them in making their choice more wisely.

Suggested Teaching-Learning Activities

1. Have the students determine all the off-farm agricultural businesses which serve their community. The yellow pages of the telephone book will serve as a good reference.

2. Catalog these businesses into the seven major occupational areas listed in this module. Have the students list these in their notebooks by occupational area.

3. Identify the businesses that deal in sales and service. The students might star these in their notebooks.

4. Attempt to determine the number of persons in each business that deal in sales or service activities. Assuming a four percent turnover of employees annually, how many occupational openings would there be in a year?

5. Arrange field trips to business and industry to acquaint students with the types of occupations, working conditions, and other important considerations found in agricultural sales and service occupations.

6. From census data, Department of Labor data, industrial surveys, bank surveys, Department of Agriculture data, and other sources, show that opportunities exist outside of the local community for persons contemplating careers in agricultural supply--sales and service.

Suggested Instructional Materials and References

Instructional Materials

Local, area, and state data on employment needs and opportunities in agricultural supply--sales and service occupations.

References

1. Identification of Off-Farm Agricultural Occupations, University of Delaware, 1965.

2. Off-Farm Agricultural Occupations in New York State, Cornell University, 1965.

3. Summary of Research Findings in Off-Farm Agricultural Occupations, Center for Vocational and Technical Education, The Ohio State University, 1965.

4. Technical Education Needs of Persons Engaged in Agricultural Occupations, The Pennsylvania State University, 1965.

5. Workers Employed and Employment Opportunities for Workers Needing a Knowledge of Agriculture, University of Illinois, 1964.

Suggested Occupational Experiences

1. Arrange with employers in the occupational experience centers to have students spend two to ten hours at their business to observe and become familiar with the business. This is for orientation on career opportunities and is not to be confused with cooperative work experience undertaken at a later date to gain proficiency in agricultural supply--sales and service.

2. After students have had an opportunity to observe different businesses, have a meeting of all students and prospective cooperative supervised occupational experience employers. At this meeting, have the employers present their points of view pertaining to career opportunities in their respective fields.

II. To develop an understanding of the specific occupations in agricultural supply--sales and service

Teacher Preparation

Subject Matter Content

There have been several efforts to catalog the various types of occupations in agriculture. Some lists identify as many as 5,000 occupations in the field of agriculture; however, many of these occupations are nearly identical in their functions, the only real difference being in the name of the occupation. A summary of recent state studies indicates that agricultural supply--sales and service occupations can be grouped into six major fields of activity. There are occupations that can be classified as:

1. Managerial
2. Professional
3. Technical
4. Clerical
5. Sales
6. Service

Within these six major employment fields, thirty-six specific occupations have been identified that require employees to have

some degree of competency in agriculture. Most, if not all, occupations in agricultural supply--sales and service will fall into one of these categories. The following summarizes these fields of activity and specific occupations:

Occupations in Agricultural Supplies--
Sales and Service Businesses

Field of Activity	Occupational Category and Specific Job Titles
Managerial	Agricultural Supplies and Equipment Manager General Manager President
	Agricultural Supplies and Equipment Assistant Manager Branch Manager Vice-President
	Agricultural Supplies and Equipment Department Manager Sales Manager Product Manager Service Manager
Professional	Agronomist
Technical	Agricultural Supplies and Equipment Fieldman Feed Specialist Chemicals Specialist Seed Specialist Petroleum Specialist Fertilizer Specialist Equipment Specialist
Clerical	Agricultural Supplies and Equipment Office Supervisor Office Manager Treasurer Credit Manager Secretary
Sales	Agricultural Supplies and Equipment Sales Supervisor Head Salesman
	Agricultural Supplies and Equipment Salesman Outside Salesman Sales Clerk Product Salesman
Services	Agricultural Supplies and Equipment Service Supervisor Service Foreman
	Agricultural Supplies and Equipment Serviceman Mill Operator Mechanic Mill Worker Welder Equipment Operator Electrician Maintenance Man Plumber

Suggested Teaching-Learning Activities

Reproduce the table "Occupations in Agricultural Supply--Sales and Service Businesses" for handout to the students. With the class, attempt to identify individuals in your community who would fit into each of the thirty-six specific occupations named. Were there any occupations discovered that would not fit into this table?

Suggested Instructional Materials and References

1. Reproduced copies of the table "Occupations in Agricultural Supply--Sales and Service Businesses."

2. Handbook of Agricultural Occupations, pages 115-131.

III. To understand the requirements for employment and advancement in agricultural supply--sales and service occupations

Teacher Preparation

Subject Matter Content

Education is the primary qualification for occupational entry and advancement. Obviously, the qualifications vary among occupations. Professional job titles are open only to persons who have attained the baccalaureate degree. Some professional positions are limited to persons holding graduate degrees. Probably many of the managerial and supervisory job titles will be filled by persons with a baccalaureate degree or by persons with some post-high school education, who have the ability to enthuse and motivate people towards a common goal. The educational requirements for entry and advancement in the agricultural supply and equipment area varies from firm to firm. This depends upon the size of the firm, functions performed and services rendered, and the firm's personnel policies.

Jobs open to persons immediately upon graduation from high school may be somewhat limited. The majority of persons employed in agricultural supply and equipment businesses are working in jobs which generally require some post-high school education. A study in Illinois showed that more than 70 per cent of the persons employed in agricultural supply and equipment businesses were working in job titles which required post-high school education. It was more significant that for each 100 persons now employed in job titles requiring some post-high school education, it was estimated that due to business growth, 139 persons would be needed in these job titles in the next five years. For each 100 persons

now employed in job titles for which high school graduation was considered to be adequate preparation, only 103 persons would be needed in these job titles in the next five years because of business growth. It is obvious that the greatest demand for workers in agricultural supply and equipment businesses will be for persons who have received some formal training beyond the high school. This point should be emphasized with students. Students finding employment in agricultural supply and equipment businesses upon graduation from high school should realize this need for further study while on the job, if they are to advance in their work. The teacher can list schools where such post-high school education can be received.

While education is a major requirement for occupational entry and advancement, it is not the only factor. Maturity is required for many occupations. We may argue that for many occupations an 18 year old boy may be as capable as many more mature persons doing the same work; nevertheless, many businesses or industries will not hire younger people. Employers and customers often expect certain occupations to be handled by more mature persons. Age commands a certain respect and develops a feeling of confidence.

Experience is frequently required for occupational entry and is generally demanded for advancement. One may ask, "How can one gain experience if he can't get the job?" Frequently the experience may be obtained by gaining employment with a concern that does not require experience and later changing your place of employment to a concern that requires experience. Training and apprentice programs are offered by some businesses and industries to provide the experience and special training that is required. Point out to the students that a "ladder" of advancement exists. Show that everybody needs to start at the bottom but that not everybody can reach the top. Point out that there is a place for every person as long as work in that occupation is honest, meaningful to himself, and worthwhile to others. Emphasize that every job taken by an individual is essential, whether he is responsible only to himself or whether he is one of many "cogs" in the machinery. Each person, like each cog, is needed to make a machine operate.

Physical abilities and skills are needed to obtain employment in certain occupations. Students will need to analyze themselves to determine if they have the physical strength, dexterity and abilities the occupation requires. Health problems might be a limitation. Personal traits and characteristics need to be considered when considering occupations. Later in this course,

considerable time will be spent on the module, "Human Relations in Agricultural Occupations" in determining personal traits and characteristics needed for successful employment. Among them will be personal drive, character, service, loyalty, and motivation.

Students should study selected specific occupations to understand the requirements for entry and advancement in these occupations.

Suggested Teaching-Learning Activities

1. Have the students select a panel of agricultural supply employees they would like to have speak to the class on the requirements for entry and advancement in their occupations. Invite three or four of these for a class period to discuss educational experience, physical requirements, maturity, and other factors that influence employment.

2. Have the students report on interviews they have conducted with employers or employees. See Suggested Occupational Experience Activity.

Suggested Instructional Materials and References

Instructional Materials

Copies of "Guides for Studying Occupations in Agricultural Supply--Sales and Service"

References

Handbook on Agricultural Occupations, pages 3-14; pages 79-168.

Suggested Occupational Experience

Have the students interview two or more employers or employees in agricultural sales and service occupations. Have them complete the form on the following page.

_____High School
Department of Vocational Agriculture

Guide for Studying Occupations in
Agricultural Supply--Sales and Service

1. Name of business:_____
2. Occupational title:_____
3. Activities performed and/or duties of the job (list):__
   _____
   _____
   _____
   _____
4. Educational requirements:
   a. What level of education is needed to begin this job?
      _____
   b. What level of education is needed to advance on the job?_____
5. What previous work experience is needed for employment in this job?_____
6. What physical abilities are needed to perform this job?
   _____
7. What age persons are employed in this job? (Minimum and maximum)_____
8. Are there other special qualifications needed for this job? (list)_____
   _____
9. Who is employed to perform this job?_____men only;____ women only;_____both men and women
10. Opportunity for employment:
    a. Number of persons now working in this job:_____full time;_____part time
    b. Number of persons expected to be employed in this job five years from now based on business conditions: _____full time; _____part time
11. Salary and wage
    a. What is the beginning salary or wage for this job?____
    b. What is the maximum salary or wage for this job?_____

IV. To identify the products handled by agricultural supply--sales and service businesses

Teacher Preparation

Subject Matter Content

Each business dealing with agricultural supplies has as its major function the selling and providing of services pertaining to a product or group of products. Most agricultural supply businesses deal in several of the following major products:

1. Livestock, small animal, and pet feeds
2. Field, garden, and lawn seeds
3. Fertilizers
4. Agricultural chemicals--herbicides, pesticides, fungicides, insecticides, rodenticides, and molluscicides
5. Petroleum and petroleum products
6. Small equipment--hardware, lawn mowers, garden tools, lawn tools and equipment for gardens, lawns, and the home

A review of the occupations found in agricultural supply businesses reveals that an employee must have a thorough knowledge of products handled by the business if he is to be successful. Each employee from the agricultural chemicals specialist to the person who delivers the fertilizer or feed to the farm must have some knowledge of the products with which he is dealing. Product knowledge is especially important to the salesman. Students should understand why much of this course will include instruction on the products handled by agricultural supply--sales and service businesses.

Six of the modules in this course are product-knowledge modules, and approximately three-fourths of the time will be devoted to them.

Suggested Teaching-Learning Activities

1. Arrange to have the class visit and study a variety of local agricultural supply businesses. Classroom discussion should follow such a field trip to draw conclusions on these questions:
   a. What agricultural supplies are handled by the business?

b. What functions and services are provided for each product handled?

c. What are the occupations of persons employed in the business who handle the products sold or serviced?

d. What are the responsibilities, activities, and duties of the persons working in each job title?

2. Have students visit and study, individually or in small groups, other agricultural supply businesses to help answer the questions above. If students have been placed in businesses for occupational experience, they should make a study of the business in which they are employed.

Suggested Instructional Materials and References

Mimeographed lists of all the agricultural supply--sales and service businesses servicing your community. This list should have been developed in the first competency.

Suggested Occupational Experience

If students have been placed for occupational experience they should become familiar with the types of products handled and services provided by the business.

Suggestions for Evaluating Educational Outcomes of the Module

The evaluation of this teaching module will largely be subjective. Criteria which the teacher could use include the following:

1. The neatness and completeness of students' notebooks

2. Completeness and accuracy of studies of local businesses conducted by students

3. Participation by the student in the classroom plus his occupational experience

4. The minimum outcome of this module should be a complete listing of all the agricultural supply businesses in the community, plus businesses outside the community which serve people in the community. A desirable outcome would be a complete study of the agricultural supply businesses in the community.

5. Examinations on student understanding of career opportunities.

Sources of Suggested Instructional Materials and References

1. Barwick, Ralph P. Identification of Off-Farm Agricultural Occupations, School of Agriculture, University of Delaware, Newark, Delaware.

2. Cushman, Harold R. et al, Off-Farm Agricultural Occupations in New York State, Agricultural Education Division, Rural Education Department, Cornell University, Ithaca, New York.

3. Hemp, Paul E. and Alfred H. Krebs. A Study Guide for Placement-Employment Programs in Agricultural Business and Industry, Danville, Illinois: Interstate Printers and Publishers, 1964.

4. Hoover, Norman K. Handbook of Agricultural Occupations, Danville, Illinois: Interstate Printers and Publishers, 1963.

5. Warmbrod, J. Robert. Workers Employed and Employment Opportunities for Workers Needing a Knowledge of Agriculture, Division of Agricultural Education, College of Education, University of Illinois, Urbana, Illinois.

6. Summary of Research Findings in Off-Farm Agricultural Occupations, Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio, 1965.

7. Technical Education Needs of Persons Engaged in Agricultural Occupations, Department of Agricultural Education, the Pennsylvania State University, University Park, Pennsylvania.

THE CENTER FOR RESEARCH AND LEADERSHIP DEVELOPMENT
IN VOCATIONAL AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY
980 KINNEAR ROAD
COLUMBUS, OHIO, 43212

INSTRUCTOR NOTE: As soon as you have completed teaching each module, please record your reaction on this form and return to the above address.

1. Instructor's Name_____

2. Name of school_____State_____

3. Course outline used: _____Agriculture Supply--Sales and Service Occupations
_____Ornamental Horticulture--Service Occupations
_____Agricultural Machinery--Service Occupations

4. Name of module evaluated in this report_____

5. To what group (age and/or class description) was this material presented?____
_____

6. How many students:
a) Were enrolled in class (total) _____
b) Participated in studying this module _____
c) Participated in a related occupational work experience program while you taught this module _____

7. Actual time spent teaching module:

		Recommended time if you were to teach the module again:
_____hours	Classroom Instruction	_____hours
_____hours	Laboratory Experience	_____hours
_____hours	Occupational Experience (Average time for each student participating)	_____hours
_____hours	Total time	_____hours

(RESPOND TO THE FOLLOWING STATEMENTS WITH A CHECK (√) ALONG THE LINE TO INDICATE YOUR BEST ESTIMATE.)

	VERY APPROPRIATE	NOT APPROPRIATE
8. The suggested time allotments given with this module were:		
9. The suggestions for introducing this module were:		
10. The suggested competencies to be developed were:		
11. For your particular class situation, the level of subject matter content was:		
12. The Suggested Teaching-Learning Activities were:		
13. The Suggested Instructional Materials and References were:		
14. The Suggested Occupational Experiences were:		

(OVER)

15. Was the subject matter content sufficiently detailed to enable you to develop the desired degree of competency in the student? Yes_____No_____
Comments:

16. Was the subject matter content directly related to the type of occupational experience the student received? Yes_____No_____
Comments:

17. List any subject matter items which should be added or deleted:

18. List any additional instructional materials and references which you used or think appropriate:

19. List any additional Teaching-Learning Activities which you feel were particularly successful:

20. List any additional Occupational Work Experiences you used or feel appropriate:

21. What do you see as the major strength of this module?

22. What do you see as the major weakness of this module?

23. Other comments concerning this module:

_____ _____
(Date) (Instructor's Signature)

_____
(School Address)